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# **GCE A LEVEL MARKING SCHEME**

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**SUMMER 2017**

**A LEVEL (NEW)  
SOCIOLOGY – UNIT 3 POWER AND CONTROL  
1200U30-01**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2017 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

## GCE A LEVEL (NEW)

### SOCIOLOGY - UNIT 3: POWER AND CONTROL

#### SUMMER 2017 MARK SCHEME

##### Option 1 – Crime and Deviance

1. (a) (i) Explain the meaning of deviance. [10]

Answers should include an accurate definition and knowledge points for band 3 AO1. Points should be supported with examples and/or evidence with clear explanations for band 3 AO2.

##### Indicative content

- Expect to see an accurate definition of deviance.
- Reference may be made to examples of deviance.
- There may be reference to:
  - Labelling, societal reaction; Becker; Young.
  - Deviancy amplification, moral panics; Stanley Cohen.
  - Primary and secondary deviance; Lemert.
  - Typical delinquent; Cicourel.
  - Secret and private deviance, open and public deviance.
  - Societal and situational deviance; Plummer.
  - Culture and deviance.
  - The social construction of deviance.
- There may be reference to associated concepts such as crime.
- Any other relevant material.

Band	AO1 <i>elements 1a &amp; 1b</i>	AO2 <i>element 1a</i>
3	<b>4 marks</b> Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the question.	<b>5-6 marks</b> Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the question.
2	<b>2-3 marks</b> Answers demonstrate some knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the question	<b>3-4 marks</b> Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the question.
1	<b>1 mark</b> Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the question.	<b>1-2 marks</b> Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the question.
	<b>0 marks</b> NRSP	<b>0 marks</b> NRSP

1. (a) (ii) Using sociological evidence and examples, explain why some people from ethnic minority backgrounds are thought to commit more crime than others. [20]

AO1 band 4 answers will contain accurate knowledge points. For band 4 AO2, answers should demonstrate sound understanding through detailed examples and/or supporting evidence.

Indicative content

- This may be evidenced by measurements/statistics of criminality amongst different ethnic groups.
- There may be reference to factors such as:
  - Evidence of institutional racism and stereotyping within the CJS, the Macpherson report.
  - Policing and stop and search; Phillips and Bowling; Boorah.
  - Arrests, cautions and DNA; Phillips and Bowling.
  - Prosecuting and sentencing; Phillips and Brown; Hood.
  - Self-report studies and ethnicity and crime; Sharp and Budd.
  - Media and deviance amplification, mugging and moral panic; Stuart Hall.
  - The 'myth of black criminality'; Gilroy.
  - Evidence of ethnic minority criminality; Lea and Young.
  - Gangs and gun crime; Bullock and Tilley; Phillips and Bowling; Taylor.
  - British Asian crime; Mawby and Batta; Desai
  - There may also be reference to structural, cultural, underclass, and/or labelling explanations of the relationship between ethnicity and crime.
- Any other relevant material.

<b>Band</b>	<b>AO1 elements 1a &amp; 1b</b>	<b>AO2 element 1a</b>
<b>4</b>	<b>10-12 marks</b> Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>7-8 marks</b> Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
<b>3</b>	<b>7-9 marks</b> Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>5-6 marks</b> Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
<b>2</b>	<b>4-6 marks</b> Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	<b>3-4marks</b> Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
<b>1</b>	<b>1-3 marks</b> Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>1 -2 marks</b> Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.
	<b>0 marks</b> NRSP	<b>0 marks</b> NRSP

1. (b) Evaluate realist explanations of crime and deviance .

[40]

Answers will make judgements of the worth of concepts, theory, or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with band 4. However answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- There should be a clear understanding of realist explanations of crime and deviance with reference made to both left and right realism.
- There should be reference to key ideas from right realism such as:
  - Temperamental aggression, culture and socialisation; Wilson and Hernstein. Control theory; Hirschi.
  - Social control and the underclass, inadequate socialisation, welfare benefits; Murray.
  - Rational choice theory, costs and benefits, situational social control; Wilson and Hernstein.
  - 'Broken windows', informal social controls; Wilson and Kelling.
  - 'Zero tolerance' policing.
- There should also be reference to key ideas from left realism such as:
  - Focus on victims; Jones; Kinsey, Lea and Young; Lea and Young.
  - Relative deprivation, individualism; Lea and Young; Jones.
  - Marginalisation; Lea and Young.
  - Mass media and cultural inclusion, social and economic exclusion, the bulimic society; Young.
  - Formal and informal measures to control crime, over- and under-policing, the multi-agency approach; Young; Lea and Young.
  - The square of crime; Matthews and Young.
  - Social policy, neighbourhood policing, PCSO's.
- Criticisms of Realist explanations such as:
  - Influence on social policy.
  - Lack of evidence for 'broken windows'; Matthews.
  - Importance of other factors such as lack of investment; Jones.
  - Accusations of racism; Alexander.
  - Neglect of white-collar and corporate crime; Walklate.
  - Over-prediction of crime; Jones.
  - Problems with victim surveys.
- Alternative explanations may be used for evaluation purposes such as Marxism, radical criminology, functionalism, interactionism.
- Any other relevant material.

<b>Band</b>	<b>AO1 element 1a &amp; 1b</b>	<b>AO2 element 1a</b>	<b>AO3 strands 1-3</b>
<b>4</b>	<b>11-13 marks</b> Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>11-13 marks</b> Answers demonstrate accurate and relevant selection of appropriate sociological theories/concepts/ evidence. These are applied and interpreted in the context of the debate/question.	<b>12-14 marks</b> Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined.
<b>3</b>	<b>7-10 marks</b> Answers demonstrate some knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	<b>7-10 marks</b> Answers demonstrate some accurate and relevant selection of appropriate sociological theories/concepts/evidence. Some of which are applied and interpreted in the context of the debate/question.	<b>8-11 marks</b> Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
<b>2</b>	<b>4-6 marks</b> Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>4-6 marks</b> Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	<b>4-7 marks</b> Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined.
<b>1</b>	<b>1-3 marks</b> Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>1-3 marks</b> Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.	<b>1- 3 marks</b> Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined.
	<b>0 marks</b> NRSP	<b>0 marks</b> NRSP	<b>0 marks</b> NRSP

1. (c) Discuss the relationship between social class and crime. [40]

Answers will make judgements of the worth of concepts, theory, or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with band 4. However answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- There may be reference to measurements/statistics of class based crime/ prevalence of working class conviction rates.
- Reference may be made to Marxist concepts as a framework for understanding crime in capitalist societies such as:
  - Laws made in favour of the ruling class; Chambliss.
  - Non-decision making; Chambliss; Davis.
  - Corporate crime; Snider.
  - Crime as inevitable in capitalist society; Chambliss; Gordon.
  - Selective law enforcement; Gordon.
- Strain theory; Merton.
- Subcultural theory, status frustration; Albert Cohen.
- Underclass, over-generous welfare state; Murray
- Interactionist explanations such as labelling; Becker. The ‘typical delinquent’; Cicourel.
- Control theory, inadequate socialisation; Hirschi.
- Left realism, relative deprivation, societal inclusion and exclusion; Young.
- White collar crime; Sutherland; Nelken.
- Corporate crime; Elliot; Slapper and Tombs.
- Alternative factors that influence crime such as ethnicity and gender.
- Any other relevant material.

Band	AO1 <i>element 1a &amp; 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	<b>11-13 marks</b> Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>11-13 marks</b> Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/question.	<b>12-14 marks</b> Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined.

<b>Band</b>	<b>AO1 element 1a &amp; 1b</b>	<b>AO2 element 1a</b>	<b>AO3 strands 1-3</b>
<b>3</b>	<b>7-10 marks</b> Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>7-10 marks</b> Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. Some of which are applied and interpreted in the context of the debate/question.	<b>8-11 marks</b> Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/ evidence examined.
<b>2</b>	<b>4-6 marks</b> Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>4-6 marks</b> Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	<b>4-7 marks</b> Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined.
<b>1</b>	<b>1-3 marks</b> Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>1-3 marks</b> Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.	<b>1- 3 marks</b> Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined.
	<b>0 marks</b> NRSP	<b>0 marks</b> NRSP	<b>0 marks</b> NRSP



## Option 2 – Health and Disability

2. (a) (i) Explain the meaning of health. [10]

Answers should include an accurate definition and knowledge points for band 3 AO1. Points should be supported with examples and/or evidence with clear explanations for band 3 AO2.

Indicative content

- Expect to see an accurate definition of health.
- Reference may be made to positive, negative and functional definitions.
- Understanding the concepts of disease, illness and sickness.
- Sick role; Parsons.
- Rehabilitation role; Safilios-Roschild.
- Cultural differences; Sen; Howlett et al.
- Medical definitions.
- Any other relevant material.

Band	AO1 <i>elements 1a &amp; 1b</i>	AO2 <i>element 1a</i>
3	<b>4 marks</b> Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the question.	<b>5-6 marks</b> Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the question.
2	<b>2-3 marks</b> Answers demonstrate some knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the question	<b>3-4 marks</b> Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the question.
1	<b>1 mark</b> Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the question.	<b>1-2 marks</b> Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the question.
	<b>0 marks</b> NRSP	<b>0 marks</b> NRSP

2. (a) (ii) Using sociological evidence and examples, explain the relationship between stigma and disability in society [20]

AO1 band 4 answers will contain accurate knowledge points one of which will be accurate definitions of the terms. For band 4 AO2, answers should demonstrate sound understanding through detailed examples and/or supporting evidence.

Indicative content

- Answers should include knowledge and understanding of the concept of stigma.
- There may be reference to interactionism such as: social processes associated with stigma and non-culpable deviance, 'master status'; Goffman; Oliver; Gray.
- Illness as a moral issue; Helman; Clarke.
- The narrative of risk; Clarke.
- Stigma and mental illness; Hall et al; Scheff; Philo.
- Social model of disability and impairment by society; Oliver; Morris.
- Capitalism and disability; Finkelstein; Albrecht and Bury.
- Power and physical capital; Bourdieu.
- Postmodernism and disability; Corker and Shakespeare; Davis.
- Social construction of the concept of stigma; Charlton.
- Any other relevant material.

Band	AO1 <i>elements 1a &amp; 1b</i>	AO2 <i>element 1a</i>
4	<b>10-12 marks</b> Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>7- 8 marks</b> Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
3	<b>7-9 marks</b> Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>5-6 marks</b> Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
2	<b>4-6 marks</b> Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	<b>3-4 marks</b> Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
1	<b>1-3 marks</b> Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>1-2 marks</b> Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.
	<b>0 marks</b> NRSP	<b>0 marks</b> NRSP

2. (b) Evaluate the social model of health and illness. [40]

Answers will make judgements of the worth of concepts, theory, or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. However answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- There should be a clear understanding of the social model of health and illness.
- Reference may be made to key ideas of the social model such as:
- Health and illness as socially constructed.
  - An holistic approach to health and illness.
  - The effect of social factors on health and illness e.g. poverty, referenced in the Black Report 1980; the Acheson Report 1998; the Marmot Review 2010; Illsley.
- Reference may be made to explanations for health inequalities such as:
    - The behavioural approach; the Marmot Review 2010; Wardle and Steptoe; Graham; Bartley.
    - The neo-materialist approach; Lynch; Marmot; Blane et al; Doyal and Pennell.
    - The psycho-social approach; Wilkinson and Marmot.
    - The artefact approach.
  - Gender and health inequalities; Lyng; Graham; Popay and Bartley; Dolan.
  - Ethnicity and health; Gill et al; Bradby; Salway.
  - Social Capital; Putnam.
  - Criticisms of the social model; Sheeran.
  - Alternative explanations may be used for evaluation purposes such as the biomedical model.
  - Any other relevant material.

<b>Band</b>	<b>AO1 element 1a &amp; 1b</b>	<b>AO2 element 1a</b>	<b>AO3 strands 1-3</b>
<b>4</b>	<b>11-13 marks</b> Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>11-13 marks</b> Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/question.	<b>12-14 marks</b> Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined.
<b>3</b>	<b>7-10 marks</b> Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>7-10 marks</b> Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. Some of which are applied and interpreted in the context of the debate/question.	<b>8-11 marks</b> Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/ evidence examined.
<b>2</b>	<b>4-6 marks</b> Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>4-6 marks</b> Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	<b>4-7 marks</b> Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined.
<b>1</b>	<b>1-3 marks</b> Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>1-3 marks</b> Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.	<b>1- 3 marks</b> Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined.
	<b>0 marks</b> NRSP	<b>0 marks</b> NRSP	<b>0 marks</b> NRSP

2. (c) Discuss the relationship between gender inequalities and health and illness. [40]

Answers will make judgements of the worth of concepts, theory, or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with band 4. However answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- There should be a clear understanding of gender inequalities in health and illness.
- Expect to see reference to both male and female inequalities.
- There may be reference to gender inequalities such as:
  - Risk behaviour; Lyng.
  - Social deprivation; Miller and Glendinning; Wakefield.
  - Social roles of women; Graham; Popay and Bartley.
  - The gendered nature of depression and stress; Brown; Addis.
  - Differences in morbidity and mortality rates; Bird and Reiker.
  - Anorexia and bulimia; Katzman; Lee.
  - Cosmetic surgery; Balsamo.
  - Inequalities between healthcare professionals; Witz
- There may be reference to feminist explanations of gender inequalities in health and illness such as:
  - Liberal feminist explanations; Oakley.
  - Socialist feminist explanations; Doyal.
  - Radical feminist explanations; Ehrenreich; Ehrenreich and English.
  - Postmodern feminist explanations; Annandale.
- Any other relevant material.

Band	AO1 <i>element 1a &amp; 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	<b>11-13 marks</b> Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>11-13 marks</b> Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/question.	<b>12-14 marks</b> Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined
3	<b>7-10 marks</b> Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>7-10 marks</b> Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. Some of which are applied and interpreted in the context of the debate/question.	<b>8-11 marks</b> Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/ evidence examined.

<b>Band</b>	<b>AO1 element 1a &amp; 1b</b>	<b>AO2 element 1a</b>	<b>AO3 strands 1-3</b>
<b>2</b>	<b>4-6 marks</b> Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>4-6 marks</b> Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	<b>4-7 marks</b> Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined.
<b>1</b>	<b>1-3 marks</b> Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>1-3 marks</b> Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.	<b>1- 3 marks</b> Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined.
	<b>0 marks</b> NRSP	<b>0 marks</b> NRSP	<b>0 marks</b> NRSP

### Option 3 – Politics

3. (a) (i) Explain the meaning of devolution. [10]

Answers should include an accurate definition and knowledge points for band 3 AO1. Points should be supported with examples and/or evidence with clear explanations for band 3 AO2.

#### Indicative content

- Expect to see an accurate definition of devolution.
- Reference may be made to Scottish Parliament.
- Welsh Assembly Government.
- Northern Ireland Assembly.
- The ideology underlying devolution.
- The history of devolution.
- Any other relevant material.

Band	AO1 <i>elements 1a &amp; 1b</i>	AO2 <i>element 1a</i>
3	<b>4 marks</b> Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	<b>5-6 marks</b> Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question.
2	<b>2-3 marks</b> Answers demonstrate some knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question	<b>3-4 marks</b> Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.
1	<b>1 mark</b> Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	<b>1-2 marks</b> Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question.
	<b>0 marks</b> NRSP	<b>0 marks</b> NRSP

3. (a) (ii) Using sociological evidence and examples, explain reasons for the growth of new social movements. [20]

AO1 band 4 answers will contain accurate knowledge points one of which will be an accurate definition of the term. For band 4 AO2, answers should demonstrate sound understanding through detailed examples and/or supporting evidence.

Indicative content

- Answers should include knowledge and understanding of reasons for the growth of new social movements (NSMs).
- Reference may be made to key ideas regarding NSMs such as:
  - NSMs and issues; Hallsworth
  - Features of NSMs; Hallsworth; Diani.
  - 'Old' and 'new' social movements, transnational and global social movements; Cohen and Rai.
  - Defensive/offensive NSMs; Hetherington; Hallsworth;
  - NSMs and identity.
  - The social characteristics of NSM members.
- NSMs, democracy and the decline of other forms of politics; Todd and Taylor.
- NSMs and postmodernisation; Crook, Pakulski and Waters.
- Marxist theories of NSMs; Marcuse; Habermas.
- Any other relevant material.

<b>Band</b>	<b>AO1 elements 1a &amp; 1b</b>	<b>AO2 element 1a</b>
<b>4</b>	<b>10-12marks</b> Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>7-8marks</b> Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
<b>3</b>	<b>7-9 marks</b> Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>5-6 marks</b> Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
<b>2</b>	<b>4-6 marks</b> Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	<b>3-4marks</b> Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
<b>1</b>	<b>1-3 marks</b> Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>1-2 marks</b> Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.
	<b>0 marks</b> NRSP	<b>0 marks</b> NRSP



3. (b) Evaluate elite theories as an explanation of power in society. [40]

Answers will make judgements of the worth of concepts, theory or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with band 4. However answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- There should be a clear understanding of a range of elite theories as an explanation of power.
- Answers should include reference to key ideas from classical and elite pluralist theories such as:
  - Classical elite theory; Pareto and Mosca.
  - Elite theory and the USA, the power elite; C.Wright Mills.
  - Elite power in Britain, elite self-recruitment; Hywel Williams.
  - Elite pluralism; Grant.
- There may be reference to criticisms of the elite theories of power such as: Classical elite theory's undue emphasis on psychological characteristics. Criticisms from Marxist and pluralist perspectives.
- Alternative views may be used for evaluation purposes such as: Marxism; Marx; Engels; Miliband; Poulantzas; Westergaard and Resler. Neo-Marxism; Gramsci; Jessop
- Classical pluralism; Dahl.
- Any other relevant material.

Band	AO1 <i>element 1a &amp; 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	<b>11-13 marks</b> Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>11-13 marks</b> Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/question.	<b>12-14 marks</b> Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined.
3	<b>7-10 marks</b> Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>7-10 marks</b> Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. Some of which are applied and interpreted in the context of the debate/question.	<b>8-11 marks</b> Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/ evidence examined.

<b>Band</b>	<b>AO1 element 1a &amp; 1b</b>	<b>AO2 element 1a</b>	<b>AO3 strands 1-3</b>
<b>2</b>	<b>4-6 marks</b> Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>4-6 marks</b> Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	<b>4-7 marks</b> Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined.
<b>1</b>	<b>1-3 marks</b> Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>1-3 marks</b> Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.	<b>1- 3 marks</b> Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined.
	<b>0 marks</b> NRSP	<b>0 marks</b> NRSP	<b>0 marks</b> NRSP

3. (c) Discuss the view that social class is the main influence on voting behaviour in the contemporary UK. [40]

Answers will make judgements of the worth of sociological concepts, theory or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with band 4. However answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve band 4 for AO1 but lower bands for AO2 and AO3.

#### Indicative content

- There should be a clear understanding of the relationship between voting behaviour and class.
- Answers should make reference to key ideas relating to class and voting behaviour such as:
  - Class identification.
  - Postmodernism and fragmentation,
  - Party allegiance vs. single issue politics,
  - Class dealignment, deviant voters; Crewe.
  - Consumption cleavages; Heath; Taylor-Gooby.
  - Consumer models of voting; Butler; Himmelweit.
  - Middle-class radicals; Parkin.
- There may be reference to general elections and contemporary politics in the UK, the shift to New Labour, Corbynism.
- Other factors influencing voting behaviour such as:
  - Gender; Childs and Campbell; Norris; Campbell and Lovenduski.
  - Ethnicity; Saggat and Heath; Russell.
  - Regional differences; Clarke et al; Denver et al.
  - Policy preference; Denver; Whiteley et al.
  - Political literacy and tactical voting; Denver et al.
  - Voter apathy; Joseph Rowntree Charitable Trust and the Joseph Rowntree Reform Trust, The Power Inquiry (2006); Stoker.
- Any other relevant material

<b>Band</b>	<b>AO1 element 1a &amp; 1b</b>	<b>AO2 element 1a</b>	<b>AO3 strands 1-3</b>
<b>4</b>	<b>11-13 marks</b> Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>11-13 marks</b> Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/question.	<b>12-14 marks</b> Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined.
<b>3</b>	<b>7-10 marks</b> Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>7-10 marks</b> Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. Some of which are applied and interpreted in the context of the debate/question.	<b>8-11 marks</b> Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/ evidence examined.
<b>2</b>	<b>4-6 marks</b> Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>4-6 marks</b> Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	<b>4-7 marks</b> Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined.
<b>1</b>	<b>1-3 marks</b> Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>1-3 marks</b> Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.	<b>1- 3 marks</b> Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined.
	<b>0 marks</b> NRSP	<b>0 marks</b> NRSP	<b>0 marks</b> NRSP

## Option 4 – World Sociology

4. (a) (i) Explain the meaning of globalisation. [10]

Answers should include an accurate definition and knowledge points for band 3 AO1. Points should be supported with examples and/or evidence with clear explanations for band 3 AO2.

### Indicative content

- Expect to see an accurate definition of globalisation; Cohen and Kennedy; Cochrane and Pain; Held.
- There may be reference to theoretical positions on globalisation such as: Globalists, hyperglobalists, pessimistic globalists, traditionalists, transformationalists.
- There may be reference to different areas of globalisation such as:  
Economic globalisation: the new international division of labour; Froebel. World trade. Trans-national corporations; Ellwood. McDonaldization; Ritzer.  
Cultural globalisation: pluralism.  
Cultural imperialism; Steven.
- There may be reference to theories of development and their views on globalisation such as:  
Modernisation, Dependency, World Systems, Neo-Liberalism, Ecological/ people-centred approaches.
- Any other relevant material.

Band	AO1 <i>elements 1a &amp; 1b</i>	AO2 <i>element 1a</i>
3	<b>4 marks</b> Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	<b>5-6 marks</b> Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question.
2	<b>2-3 marks</b> Answers demonstrate some knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question	<b>3-4 marks</b> Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.
1	<b>1 mark</b> Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	<b>1-2 marks</b> Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question.
	<b>0 marks</b> NRSP	<b>0 marks</b> NRSP

4. (a) (ii) Using sociological evidence and examples, explain why women are more likely than men to face inequality of income in the developing world. [20]

AO1 band 4 answers will contain accurate knowledge points. For band 4 AO2, answers should demonstrate sound understanding through detailed examples and/or supporting evidence.

Indicative content

- There should be a clear understanding of gender inequality in work in the developing world.
- Answers may refer to measurements/statistics of gender income inequality.
- There may be reference to examples of gender inequalities in work in the developing world.
- There may be reference to explanations of gender inequality such as: Modernisation theory and the effects of culture; Boserup. Marginalisation thesis; Delphy and Leonard. Exploitation thesis/ Marxist-feminist explanations; Mies
- The increasing inequality of women in some areas of the developing world; Van der Gaag.
- Any other relevant material.

<b>Band</b>	<b>AO1 elements 1a &amp; 1b</b>	<b>AO2 element 1a</b>
<b>4</b>	<b>10-12 marks</b> Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>7- 8 marks</b> Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
<b>3</b>	<b>7-9 marks</b> Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>5-6 marks</b> Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
<b>2</b>	<b>4-6 marks</b> Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	<b>3-4 marks</b> Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
<b>1</b>	<b>1-3 marks</b> Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>1-2 marks</b> Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.
	<b>0 marks</b> NRSP	<b>0 marks</b> NRSP

4. (b) Evaluate dependency theory as an explanation of inequalities in the developing world. [40]

Answers will make judgements of the worth of concepts, theory, or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with band 4. However answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- There should be a clear understanding of dependency theory as an explanation of inequalities in the developing world.
- There should be reference to key ideas from dependency theory such as:
  - The origins of dependency theory and colonialism; Frank.
  - Neo-colonialism and TNC exploitation; Frank; Bakan.
  - Examples of TNC exploitation; Union Carbide,
  - Primary products; Frank; Hayter.
  - Aid and the debt crisis; Hayter; Hancock.
  - Role of urbanisation; Roberts; Cohen and Kennedy.
  - Solutions to dependency; Roberts and Hite.
- Criticisms of dependency theory such as:
  - Problems with the operationalisation of dependency; Myrdal
  - Ignores benefits to developing nations, e.g., creation of infrastructure; Goldthorpe.
  - Flaws within the theory.
- There may be reference to alternative theories of development as evaluation of dependency theory such as:
- World systems theory, modernisation theory, neo-liberalist theory, ecological or people-centred approaches.
- Any other relevant material.

Band	AO1 <i>element 1a &amp; 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	<b>11-13 marks</b> Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>11-13 marks</b> Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/question.	<b>12-14 marks</b> Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined.

3	<p><b>7-10 marks</b> Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.</p>	<p><b>7-10 marks</b> Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. Some of which are applied and interpreted in the context of the debate/question.</p>	<p><b>8-11 marks</b> Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/ evidence examined.</p>
2	<p><b>4-6 marks</b> Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.</p>	<p><b>4-6 marks</b> Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.</p>	<p><b>4-7 marks</b> Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined.</p>
1	<p><b>1-3 marks</b> Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.</p>	<p><b>1-3 marks</b> Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.</p>	<p><b>1- 3 marks</b> Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined.</p>
	<p><b>0 marks</b> NRSP</p>	<p><b>0 marks</b> NRSP</p>	<p><b>0 marks</b> NRSP</p>



4. (c) Discuss the view that education is a key factor in solving the problems of the developing world. [40]

Answers will make judgements of the worth of concepts, theory, or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with band 4. However answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- There should be a reference to different views on education as key factor in solving the problems of the developing world such as:
  - Modernisation views seeing the implementation of Western education as necessary and beneficial to development; Rostow; Hoselitz.
  - People centred approaches, education for empowerment; UNDP
  - Dependency theory views of education as a tool of exploitation; Smith.
  - Neoliberalism and need for privatisation of education, structural adjustment plans; Hill.
- The education of women; Abbott and Wallace; Boserup; Adamson.
- There may be a discussion of the relevance of other key factors in development, such as:
  - The use of aid; Rostow; Sachs.
  - The importance of capitalist trade and TNC investment; Huntington;
  - Overpopulation; Harrison; Ehrlich.
  - War and conflict; Duffield.
  - Urbanisation; Rostow; Hoselitz; Cross.
- The need for appropriate development; Kingsbury et al; Ellwood.
- Any other relevant material

Band	AO1 <i>element 1a &amp; 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	<b>11-13 marks</b> Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>11-13 marks</b> Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/question.	<b>12-14 marks</b> Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined.

<b>Band</b>	<b>AO1 element 1a &amp; 1b</b>	<b>AO2 element 1a</b>	<b>AO3 strands 1-3</b>
<b>3</b>	<b>7-10 marks</b> Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>7-10 marks</b> Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. Some of which are applied and interpreted in the context of the debate/question.	<b>8-11 marks</b> Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/ evidence examined.
<b>2</b>	<b>4-6 marks</b> Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>4-6 marks</b> Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	<b>4-7 marks</b> Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined.
<b>1</b>	<b>1-3 marks</b> Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>1-3 marks</b> Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.	<b>1- 3 marks</b> Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined.
	<b>0 marks</b> NRSP	<b>0 marks</b> NRSP	<b>0 marks</b> NRSP